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ABSTRACT

Answers to a 19-item questionnaire by 102 graduates of Harcum Junior College in 1974, evaluating the programs of the college, are provided in this report. The questionnaire data showed that the college was rated by these graduates as offering "quality" educational opportunities. (DB)

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# AN IN-DEPTH EVALUATION OF HARCUM BY '74 GRADUATES

Office of Research

IRR 74-19

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HARCUM JUNIOR COLLEGE
BRYN MAWR, PENNA. 19010

# An In-Depth Evaluation of Harcum by '74 Graduates

1. During the summer of 1974, Harcum graduates of that year were queried via a detailed, comprehensive questionnaire. Their candid evaluation of Harcum programs, services, and activities was invited. From among the 223 graduates, some 102, or 46% responded, offering pertinent insights regarding Harcum's effectiveness as a collegiate institution. These views of Harcum's "primary" constituency deserve very careful review by all members of staff and faculty, for these represent Harcum's "end products"!

2. The items contained in the questionnaire, and the views of the respondents, are detailed in the following paragraphs; all numbers being rounded-off to the nearest whole number.

3. "What is, in your opinion, the value to you of the education you received while attending Harcum? Please relate the value in terms of helping you in your present education, employment, or whatever else you are doing".

| | | |
|---|---|---|
| Extremely helpful = 40% | Helpful = 26% | Of no help = X |
| Moderately helpful = 30% | Of little help = 4% | |

Clearly, a very substantial majority of the respondents (70%) consider their Harcum educational experience to have been greater than "helpful" alone; with only 4 expressing the negative view — "of little help".

4. "How would you rate the overall quality of each of the following at Harcum?"

| | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| Teaching staff | 35% | 62% | 3% | X |
| Counseling staff | 10% | 53% | 33% | 4% |
| Academic standards | 11% | 68% | 21% | X |
| Variety of courses offered | 14% | 50% | 34% | 2% |
| Administration | 10% | 62% | 26% | 2% |

The above tabulation reveals that in the collective judgement of this substantial segment of the '74 graduates there are several dimensions of their Harcum experience in which 21 to 34 believe that there's room for improvement before they would rate that dimension as "Good". Overall, at least 50%, or more, rate each aspect as "Good"; with more than one-third rating the teaching staff "Excellent".

Of the total ratings offered, some 16% were top-ranked as "Excellent, followed by 59% for "Good", 23% "Fair", and 2% "Poor". Once again, a very substantial majority of the respondents (75%) judge these dimensions of Harcum to be "Good" or "Excellent".

5. "Please indicate your feelings about the following features of Harcum by circling the number which best expresses your feelings".

1 * = Entirely satisfied 3=Mixed feelings 5=Completely dissatisfied
2 = Reasonably satisfied 4=Somewhat dissatisfied 6=Did not use or participate

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Pre-admission advertisement = | 20% | 40% | 18% | 2% | 2% | 18% |

Approximately one-fifth indicated no use (exposure to?) pre-admission advertisement, with approximately another fifth (about 25 respondents) indicating either mixed feeling or some degree of dissatisfaction; leaving a solid majority of 60% who expressed "reasonable" or "entire" satisfaction. Outright dissatisfaction was expressed by only 4 respondents, or 1% of the total who graduated in 1974.

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Freshman orientation = | 20% | 42% | 26% | 7% | X | 5% |

A substantial majority (62%) expressed satisfaction with freshman orientation, with only 7 expressing the sentiment — "somewhat dissatisfied", and none the view "completely dissatisfied".

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Registration procedure = | 13% | 77% | 8% | 2% | X | X |

With only 2 expressing dissatisfaction and 8 indicating mixed feelings, registration procedures at Harcum may be considered quite successful.

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Classroom facilities = | 24% | 76% | X | X | X | X |

"Satisfied customers" appears to be reasonable reaction to these responses.

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Parking Facilities = | 20% | 65% | 1% | 2% | 1% | 11% |

Among those respondents using the facility only 4 expressed less than satisfaction.

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Physical Educ. facilities = | 34% | 51% | 13% | 2% | X | X |

A very substantial 85% express satisfaction with Harcum's physical education facilities.

| | 1* | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Eating facilities = | 36% | 46% | 3% | 8% | X | 7% |

Harcum's very fine eating facilities are "satisfactory" to 82% of the respondents, with only 11 individuals expressing something other than satisfaction.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Laboratory facilities = | 33% | 41% | 2% | 2% | X | 22% |

Among the respondents using lab. facilities only 4 rated them less than satisfactory — a very high level among this group of 80 students.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Library hours = | 36% | 40% | 10% | 10% | 4% | X |

A very substantial majority of the respondents (76%) found library hours satisfactory — only 14 expressing dissatisfaction.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Books and Periodicals in Library = | 21% | 47% | 14% | 16% | 2% | X |

Better than half (68%) of the respondents expressed satisfaction with the library collection, with 18 expressing dissatisfaction and 14 indicating mixed feelings.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Responsiveness of library staff to student needs = | 52% | 38% | 10% | X | X | X |

Only 10 of the respondents expressed "mixed feelings". The remaining 92 expressed satisfaction with 52% expressing "entire" satisfaction — a most gratifying response for this most essential college service.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| College publications = | 27% | 25% | 30% | 14% | 2% | 2% |

A majority (52%) indicate satisfaction. However, with practically half of the responses being other-than satisfactory, staff and faculty publications advisors should ascertain if such a rating pattern prevails among current students. If so, effort should be made to determine why such ratings exist and what might be done to "improve" them.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Student Clubs & Activities = | 20% | 22% | 18% | 14% | 6% | 20% |

Among the 80 respondents who indicated they participated, some 42 or (53%) expressed "reasonable" or "entire" satisfaction, with 20 or (25%) expressing "somewhat" or "complete" dissatisfaction. Adding the non-participants to the latter group results in about a 50-50 division among the "satisfied" and "others" raters.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| College-sponsored lectures, exhibits, etc. = | 12% | 18% | 30% | 12% | 8% | 20% |

Only about one-third (30%) gave "satisfied" ratings, with a fifth (20%) abstaining, and 20 expressing "dissatisfaction". With 30% expressing "mixed feelings", a total of 70% rate this dimension as something other than "satisfactory" — suggesting a fruitful area for achieving a higher satisfaction-index among future Harcum student population.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Athletic Programs = | 31% | 23% | 16% | 2% | X | 28% |

A majority (54%) rate athletic programs well, with only 2 expressing dissatisfaction. The 'luke-warmers' and non-participants among these respondents represented 44%, a rather large cadre of 'armchair-athletes'.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Health Services = | 44% | 20% | 2% | X | 4% | 30% |

Among these respondents a full majority (64%) rate health services as satisfactory, with only 4 expressing dissatisfaction; 2 'mixed feelings'. If the non-users are excluded, some 90% of those utilizing the service offered satisfactory ratings — a very "strong" vote of confidence for this significant college service.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Counseling Services = | 22% | 16% | 10% | 10% | 4% | 40% |

With 40% excluded as "non-users", among the remaining respondents some 61% (or 38 individuals) expressed satisfaction, with 14 (or 23%) expressing dissatisfaction. (The responses to this item are entirely consistent with those offered for paragraph 4 above in which 63% rated Counseling Staff as either "Excellent" or "Good".

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Academic advisement = | 47% | 13% | 14% | 8% | 6% | 12% |

A majority (60%) rate this primary educational service as "satisfactory"; with 12% of the respondents claiming not to have "used" or "participated". There were 14 who were not satisfied and 14 with ambivalent feelings.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Vocational counseling = | 14% | 22% | 18% | 6% | 6% | 34% |

Approximately one-third (34%) of the respondents did not avail themselves of available vocational counseling assistance; one-third (36%) were satisfied; one-third (30%) other-than-satisfie Only 12 expressed outright dissatisfaction.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Remedial services offered = | 17% | 13% | 16% | 4% | 4% | 46% |

When the 46% non-users are excluded, among the remaining respondents 53% expressed satisfaction; 16 expressed ambivalent feelings, and only 8 expressed dissatisfaction with the Learning Dynamics programs and the individual remedial assistance offered by faculty members.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Quality of instruction = | 49% | 13% | 38% | X | X | X |

Not a single 'vote' was cast for dissatisfied! A very substantial number (63%) expressed satisfaction (49 "entirely" satisfied), and 38 indicated "mixed feelings". (A close 'match' is again noted in this pattern and their responses to paragraph 4 above: "Teaching Staff" — only 3% "Fair", the remainder "Good" or better).

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Equipment in instructional labs = | 43% | 23% | 8% | 6% | X | 20% |

Of the respondents utilizing the equipment, 80% expressed satisfaction: only 6 indicating dissatisfaction.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Accessibility of equipment for student use = | 51% | 15% | 22% | 6% | 2% | 4% |

A solid majority (66%) found equipment accessible, only 8 expressing dissatisfaction and an additional 22 indicating that there were some occasions when such equipment was not immediately accessible for use.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Diversity of programs available = | 40% | 22% | 30% | 6% | 2% | X |

A substantial majority (62%) of these respondents are satisfied that the 26 program offered by Harcum reflect diversity.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Financial Aid information = | 37% | 2% | 4% | 3% | X | 54% |

Excluding the 54% who were non-users, among the remaining respondents some 80% were "entirely satisfied" and 4% "reasonably satisfied". Only 7 expressed something other than satisfaction; a gratifying response for this pragmatically-helpful college service.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Job Placement information = | 10% | 14% | 14% | 8% | 24% | 30% |

Establishment of the Career Resource Center during the summer of 1974 should effectively alleviate the 32% dissatisfaction rating among these respondents. It is noted that despite the lack of a centralized career counseling-placement center some 24% of these respondents rated the job placement assistance received from faculty and staff personnel as "satisfactory".

Of the total ratings offered in connection with these 26 diverse Harcum services, activities, and facilities, they were patterned as follows:

1. Entirely satisfied = 30%
2. Reasonably satisfied = 32%
3. Mixed feelings = 15%
4. Somewhat dissatisfied = 5%
5. Completely dissatisfied = 3%
6. Did not use or participate = 15%

As the above tabulation reveals, less than 10% expressed dissatisfaction, with a solid majority (62%) expressing "reasonable" or "entire" satisfaction. A relatively small percentage (15%) expressed ambivalence in their ratings, and an equally small percentage (15%) indicated non-participation or non-use. Overall, this suggests a broad-ranging acceptance of Harcum's efforts to provide meaningful and useful student-support services.

6. "Please indicate your feeling about your courses at Harcum in the following areas"

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Art-Music-Drama | = | 6%* | 60% | 16% | 12% | 3% |
| Business-Merchandising | = | 30% | 45% | 17% | 4% | 4% |
| Mathematics-Science | = | 32% | 50% | 18% | - | - |
| Education | = | 43% | 50% | 7% | - | - |
| English | = | 42% | 43% | 10% | 5% | - |
| Social Sciences | = | 16% | 54% | 20% | 5% | 5% |
| P. E. | = | 35% | 44% | 15% | 6% | - |

*All percentages reflect the proportions of the total number responding in each category who selected the particular rating — as defined below:

1= Entirely satisfied
2= Reasonably satisfied
3= Mixed feelings
4= Somewhat dissatisfied
5= Completely dissatisfied

7. "Whom do you feel was most helpful to you personally at Harcum?"
(The following are alphabetical listings, numbers following names representing number of times individual was named.)

| PROFESSORS | | COUNSELORS | | PROGRAM DIRECTORS | | OTHERS | |
|---|---|---|---|---|---|---|---|
| Anonymous | -16 | Anonymous | -8 | | | Anonymous | -5 |
| | | | | Beatty | -2 | Beatty | -2 |
| | | | | | | Bell | -4 |
| Brash | -2 | | | | | Brash | -2 |
| Buerkle | -2 | | | | | | |
| Costello | -6 | | | Costello | -6 | Costello | -2 |
| | | | | | | Crook | -2 |
| Hallowell | -2 | | | | | | |
| | | | | | | Hyde | -1 |
| Iffland | -8 | | | Iffland | -6 | Iffland | -4 |
| Kelly | -2 | | | | | | |
| Laskey | -2 | | | Laskey | -2 | | |
| Levitties, M. | -4 | | | Levitties, M. | -2 | | |
| | | | | | | McDonald | -2 |
| Mowbray | -4 | Mowbray | -4 | Mowbray | -12 | Mowbray | -4 |
| | | | | | | Myers | -2 |
| O'Neil | -8 | | | O'Neil | -2 | | |
| Petrone | -4 | | | | | | |
| | | | | | | Ramsay | -6 |
| Ranft | -6 | | | | | Ranft | -6 |
| Salisbury | -2 | | | | | Salisbury | -1 |
| Scheidy | -2 | | | Scheidy | -2 | | |
| | | | | Soler | -2 | | |
| Stamateris | -4 | | | Stamateris | -2 | Stamateris | -2 |
| Zipin | -2 | | | Zipin | -2 | | |
| | | | | | | Librarians | -3 |
| | | | | | | My friends | -4 |

8. "Please indicate your degree of satisfaction with each of the following".

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Quality of instructors * | 22% | 56% | 20% | - | - | 2% |
| Interest of instructors in students | 42% | 44% | 12% | 2% | - | - |
| Availability of courses in your major | 30% | 34% | 34% | 4% | - | - |
| Adequacy of electives offered | 4% | 34% | 28% | 24% | 6% | 4% |
| Availability of counselors | 12% | 29% | 17% | 8% | 6% | 28% |
| Help in program planning | 26% | 28% | 15% | 13% | 4% | 16% |
| Help in job placement | 6% | 16% | 10% | 14% | 26% | 28% |
| Club program in your major | 8% | 12% | 8% | 5% | 7% | 60% |
| Adequacy of reference services & matls. | 16% | 36% | 25% | 9% | 1% | 13% |

*All percentages reflect the proportion of the total number responding in each category who selected the particular rating — as defined below:

1= Entirely Satisfied
2= Reasonably Satisfied
3= Mixed feelings
4= Somewhat dissatisfied
5= Completely dissatisfied
6= No opinion

Scanning the above tabulation, it is abundantly evident that a consistently high level of satisfaction has been expressed by these 102 respondents. It is also noted that their general pattern of ratings closely parallels their responses to question 4 above, evidencing a consistency which suggests the reliability of these ratings as valid indicators of their "feelings".

9. "Please indicate in what ways your college experience at Harcum was MOST HELPFUL by noting the areas of Primary and Secondary assistance."

(The following listing indicates in descending order of frequency of selection, the area of primary assistance. The number in parentheses following each item reflects its rank-order selection as a secondary assistance experience.)

Primary area of assistance

1-You obtained a clearer understanding of your abilities and goals. (1st)
2-You received the encouragement, challenge, and sense of success necessary for you to continue your education. (4th)
3-You received the training and/or education necessary to get a job in the field of your choice. (5th)
4-You obtained a clearer understanding of job or professional requirements and opportunities. (2nd)
5-Through a particular course or group of courses, you discovered a new field of interest.(3rd)
6-You gained a clearer understanding of the nature of higher education and the demands it makes upon the individual. (6th)
7-You learned how to get along with people in your community. (7th)

Two individual items indicated as secondary assistance areas were:
(1) Better understanding of people and how to cope with them in your job, as well as your personal life; and (2) Broadened my understanding of peers.

10. "Please indicate in what way your experience at Harcum could have been more helpful to you by noting the areas of primary assistance and secondary assistance". (The following listing indicates, in descending order of frequency of selection, the primary area. The number in parentheses following each item reflects it rank-order selection as a secondary area.)

Primary assistance

1- A wider range of potential fields of study could be offered. (3rd)
2- There could be more helpful guidance in choice of programs and explantion of courses. (5th)
3- More students could be encouraged by the College to participate in student activities(2)
4- There could be more integration of student activities into the total College program. (1)
5- More time could be allowed for student activities. (6th)
6- A closer relationship could exist between students and instructors. (4th)
7- More supervision and guidance in classrooms could be offered. (This item was non-selected by all respondents.)

Individual primary assistance items written-in included: (1) Wider variety of courses could be offered; (2) more electives (1 credit courses) offered; (3) more interest on the College's part in sports; (4) Better job placement program.

An individual secondary assistance item written in was —— more job placement services after graduation.

11. "Did Harcum prepare you for the future?"

Very Well = 49% Somewhat = 46% A little = 4% None = 1%

12. "How much did Harcum counseling help?"

Very much = 22% Somewhat = 20% A little = 28% None = 30%

13. "How would you classify Harcum instructors, in general?"

Superior = 12% Very good = 46% Good = 42% Unsatisfactory = X

14. "Did you benefit from campus activities?"

Very much = 19% Somewhat = 35% A little = 26% No = 20%

COMMENTS:
(1) There was a variety of activities, however, I did not participate.
(2) Unfortunately I didn't get involved in outside activities.
(3) Being a commuter I felt no motivation to participate in campus activities.
(4) Very few campus activities of interest to me.
(5) There were very few campus activities.
(6) As in many colleges, there is much apathy in this field. It was beneficial for me, however.
(7) Enjoyed being Campus Guide!
(8) No worthwhile activities to benefit from.
(9) To prepare for the future I feel socialization is an important factor, and the education course taught me this.

15. "What are the five aspects of Harcum you consider its greatest strengths and the five aspects you believe most in need of improvement at Harcum?"

(The following listing indicates, in descending order of frequency of selection, the greatest strengths. The ascending order-of-frequency ranking of aspects needing improvement are in parentheses.)

| Greatest Strengths | Needs Improvement |
|---|---|
| 1- Individual help from instructors | (1st) |
| 2- Interest of instructors in students | (N.A.)* |
| 3- Quality of instruction | (N.A.) |
| 4-Interest of counselors in students | (N.A.) |
| 5- Bookstore | (N.A.) |
| 6- Food service | (8th) day students only |
| 7- Academic standards | (N.A.) |
| 8- Help in program planning | (2nd) |
| 9- Help with personal problems | (N.A.) |
| 10- Availability of courses in major | (9th) |
| 11- Scheduling of classes | (10th) |
| 12- Reasonableness & worthiness of assignments | (12th) |
| 13- Registration procedure | (N.A.) |
| 14- Assistance on vocational objectives | (N.A.) |
| 15- Job placement | (13th) |
| 16-Classroom tests | (N.A.) |
| 17- Scholarship & loan programs | (3rd) |
| 18- Availability of counselors | (6th) |
| 19-Student social program | (11th) |
| 20- Cultural program | (7th) |
| 21- Adequacy of electives offered | (14th) |
| 22- Club program | (4th) |
| 23- Student government | (N.A.) |
| 24- School spirit | (15th) |

* N.A. = not applicable; i.e. not included by any respondents

Although there is a general pattern of consistency in the "strengths" and "improvements" rankings, there are, for example, "inconsistencies" in items 23, 22, 20, 18, 17, 16, 14 and 13. Although these eight items were among the twelve-lowest, in terms of "greatest strengths", they were not among the twelve most in need of improvement.

In terms of frequency of selection by the respondents, the 5 "Greatest Strengths" and 5 most-in-need-of-improvement included:

Greatest Strengths

1st = Individual help from instructors
2nd = Interest of instructors in students
3rd = Quality of instruction
4th = Interest of counselors in students
5th = Bookstore

Most Needed Improvements

1st= School spirit
2nd= Adequacy of electives offered
3rd= Job placement
4th=Reasonableness & worthiness of assignments
5th=Student social program

Harcum's 'strong' academic program, as well as its dedicated concern for the student, as an individual, is very clearly reflected in the top-ranked 'strengths' listing items. It is also noted that the electives-potpourri-syndrome, so prevalent on college campus around the country, is also expressed at Harcum! Another 'negative' characteristic, which also appears to be widespread at other schools, is student apathy. As elsewhere, the Harcum respondents deplore the lack of school spirit. Yet ironically, they seemingly look to others to remedy the situation: evidently they fail to recognize that it must largely be through their own efforts to 'stretch' their personalities that they will overcome the 'blahs'!

16. "At the present time you would recommend Harcum because...."
(listed in descending frequency of choice)

1st= Faculty and staff were interested in me (64%)
2nd= Help and assistance were available when needed (54%)
3rd= The College atmosphere was informal (44%)
4th= The College treated me as a person (36%)
5th= Harcum is a friendly place (32%)
6th= It is near the .....University of Pennsylvania (27%)
.....Villanova University (24%)
.....Haverford College (4%)
.....Swarthmore College (2%)
7th= The grading system helped me (14%)

Individual write-in comments included:
(1) Offers good programs
(2) It helped or prepared me for the future. I would recommend Harcum to a student who wasn't sure whether to go all four years or just two.
(3) My teachers were excellent and helped me by making me work hard to learn. It was a self-disciplining thing that I found challenging.
(4) Harcum is an excellent educational and vocational institution.
(5) If you really wanted a good junior college in the area.
(6) It has a convenient and nice location.
(7) Only school offering Animal Technology
(8)....of the wonderful friends I made.
(9) It is the type of school a girl should attend if she is undecided about her future and about education in general.
(10)The courses in my major were very good and most of my teachers were excellent.
(11) Learn to live with people and understand their faults as well as their good qualities.
(12) Two-year programs can be either terminal or transferable.

17. "At present you would not recommend Harcum because...."
(listed in descending frequency of choice)

1st = It did not seem like a college (19%)
2nd = Programs and course offerings were too limited (18%)
3rd = Too few student activities existed (17%)
4th = Calibre of course offerings were too limited (11%)
5th = The grading system caused me problems (1%)
6th & 7th = Faculty and staff were not interested in me - None!
It was too difficult — None!

Individual write-in comments included:
(1) Some courses could be more difficult
(2) At times, favoritism between faculty and students
(3) If enough guys ever go to Harcum it would bring different attitudes and opinions into the classroom, and would really change everything about Harcum.
(4) Lack of student freedom; poor dorm rules
(5) I don't think it was challenging enough in its course. There was not enough outside involvement in sports, lectures, exhibits, etc.
(6) "No Reasons" = 14 responses!
(7) Some courses were not even needed and Harcum insisted they were required — a lot of my time was wasted for nothing!
(8) The rules need adjusting; the authorities were unfair.
(9) Seemed too easy; too small
(10) No job placement service available
(11) Too many "stupid" rules
(12) I would recommend Harcum!
(13) Too small
(14) Courses need more extensive planning in preparation for jobs.

Perhaps the most significant item to be noted regarding the responses to this statement is the fact that less than 1 out of each 5 respondents "found fault" with the College!

18. "If you had it to do over again, which would you first attend?"

| | | | |
|---|---|---|---|
| Junior College | = 50% | Private University | = 10% |
| State College | = 20% | State University | = 8% |
| Private College | = 12% | Community College | = 0% |

19. "What suggestions do you have for improving the services at Harcum?"
(1) Library hours should be longer and books more diversified. More course selections should be available. Job placement needs work.
(2) Counseling — make itself more available to students and keep their promises to students who need help.
(3) Library — more students helping to run it — more magazines, longer hours.

(4) Better communication between faculty, students, and administration through better organization and communication through a good college newspaper.
(5) Longer breakfast and library hours!
(6) Stop treating the students like children. Put a change machine and vending machines in the dorms. Hire more guards or someone to be at the doors so girls coming in don't have to wait for guard. The school itself isn't bad but the living conditions could be improved.
(7) To have more of the courses fully accredited for transfer.
(8) I wouldn't change anything - I've benefited from everything I've ever done even though I lost a lot of credits in my transfer (which I expected). I benefited very much from Harcum and the courses and experience (ECE student teaching) I received.
(9) Increase and diversify number of electives. Have more participation in student government. Increase difficulty of some courses.
(10) Athletic facilities need improving. Also better athletic program and more interest in it.
(11) Registration is too crowded with the whole class coming at one time.
(12) Have better activities. Less rules for dorms. More classes for Black Study.
(13) Helping find jobs for students. Better teachers and more courses for going on and finding jobs; the course selection is lacking.
(14) I feel Harcum provides its students with many services now which are helpful, but there seems to be a lack of interest in many students.
(15) If it is possible at all, I would love to see something done about the apathy of the students and faculty. If this could be eliminated everyone could work together to make Harcum an even better place to learn about life and people.
(16) Library needs more reference materials - but I would recommend Harcum to any young girl. It was a very rewarding experience. Of course there were a few rough times, but all in all these past two years have been fantastic. Thank you Harcum for good friends I'll never forget.

20. In summary — the information developed through this in-depth alumnae inquiry very consistently suggests that other than a few items, these 102 very recent Harcum graduates top-rate their College as offering 'quality' educational opportunities. For those young women willing to make the effort, and willing to avail themselves of the many learning/development experiences afforded by the College, Harcum clearly can be an educational life experience both of practical 'worth' and individual satisfactions.

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